

CHAPTER II

THEORETICAL REVIEW

This chapter discusses some theories and previous study that related to the topic. The discussion includes motivation, language learning, and previous study.

A. Motivation

The term of motivation has been defined in many definition. So, to make clear definition the researcher writes some of the definition of motivation here. There are some of the definitions of motivation:

1. Online Business Dictionary 2010

Based on the Online Business 2010 that cited by Nakhon Kitjaroonchai & Tantip Kitjaroonchai in their journal written that motivation is internal and external factor that stimulates desire and energy in people to be continually interested in and committed to a job, role, or subject, and to exert persistent effort to attain a goal".¹²

2. Marion Williams and Richard Burden

Marion Williams and Richard Burden cited by Harmer suggest that motivation is a state of cognitive arousal which provokes a decision to act as a result of which there is sustained intellectual and/ or physical effort so that the person can achieve some previously set goal.¹³

¹² Kitjaroonchai, "Motivation Toward English Language Learning., 22.

¹³ Harmer, *The Practice of English.*, 51.

3. Jeremy Harmer

At its most basic level, Jeremy Harmer states that motivation is some kind of internal drive which pushes someone to do things in order to achieve something.¹⁴

4. Robert E. Slavin

According to Robert E. Slavin the word “motivation” is used to describe a drive, need, or desire to do something.¹⁵

5. Gardner

Gardner cited by Nakhon Kitjaroonchai & Tantip Kitjaroonchai in their journal states that motivation is the extent to which the individual works or strives to learn the language because of a desire to do so and the satisfaction experienced in the activity.¹⁶

From the definition above, the researcher can conclude that motivation is the desire to do something that influenced with the internal and external factors. Then, students’ motivation is the desire of the students to learn a subject well that brings them to learn consistently and harder, and it influenced by the internal and external factors too.

While, how the motivation can make people success in receiving their goal consists some phases that have to be pass. According to Zoltan Dornyei

¹⁴ Ibid.

¹⁵ Robert E. Slavin, *Educational Psychology 4th edition* (United State: Paramounth Publishinh, 1994), 353.

¹⁶ Kitjaroonchai, “Motivation Toward English Language Learning., 22.

cited by Patsy M. Lightbown and Nina Spada that developed a process-oriented model of motivation that consists of three phases.¹⁷

1. Choice motivation

It refers to getting started and to setting goal. For example a student who wants to do English examination and has a goal to receiving highest score in the class. Finally decides to learn English more.

2. Executive motivation

Executive motivation is about carrying out the necessary task to maintain motivation.¹⁸ This phase is when a student gets difficulties in learning and becomes frustrated with the lesson and stop learning. Moreover, in this phase, a student also put his/her choice motivation and starts to learn English again.

3. Motivation retrospection

Motivation retrospection refers to students' appraisal of and reaction to their performant.¹⁹ This phase comes after a students get the satisfaction as getting highers score, and try to more motivated in learning.

The kinds of motivation can be devided based on which motivation comes from. Based on whice motivation comes from, motivation devides into two kinds.²⁰ In line, Gardner, Lambert and their colleagues cited by Mary McGroaarty orientation index sought to identify the type of motivation associated with success in language. It adapted the initial

¹⁷ Lightbown & Nina Spada, *How Language.*, 87.

¹⁸ Ibid

¹⁹ Ibid

²⁰ Harmer, *The Practice of English.*, 51.

distinction, still widely used in psychology, between intrinsic motivation and extrinsic motivation.²¹

1. Intrinsic motivation

Intrinsic motivation comes from within the individual. Thus a person might be motivated by the enjoyment of the learning process itself or by a desire to make themselves feel better.²²

2. Extrinsic motivation

Extrinsic motivation, by contrast, is caused by any number of outside factors. For example: the need to pass exam, the hope of financial reward, or the possibility of future travel.²³

In language learning, motivation is one of the important aspects of success learning. Based on the Patsy M. Lightbown & Nina Spada, some of the individual characteristics that have been investigated in the effort to discover explanations for differences in learning outcomes are intelligence, language learning aptitude, learning styles, personality, attitudes and motivation, identity and ethnic affiliation, and learner beliefs.²⁴

According to the kinds of motivation, students' motivation in learning language especially English language also has two kinds. These are intrinsic and extrinsic motivation. More specifically, Gage and Berlin cited by Dwi Gitawaty said that intrinsic motivation can be found such as in students

²¹ Mary McGroarty, *Sociolinguistics and Language Teaching* (New York: Cambridge University Press, 1996), 7.

²² Ibid

²³ Harmer, *The Practice of English*, 51.

²⁴ Lightbown & Nina Spada, *How Language*, 79-90.

interest, need and goal in learning.²⁵ And extrinsic motivation comes from teacher, parents and environment.²⁶

The factor influence to intrinsic motivation are:

1. Interest

Interest is essential factor influence intrinsic motivation. In the Oxford Learner's Pocket Dictionary, the word interest has some meaning, but not all is suitable to define interest in this section. Some of these definitions that suitable to have understanding this term are: desire to learn or know about, quality that attracts attention or curiosity, activity or subject which you enjoy doing or learning about.²⁷ Motivated students usually enjoy the class and have good quality to pay attention the material that delivered by teacher in the class.

2. Need

Some students learn a subject and motivated because they want to get their necessary. In the Oxford Learner's Pocket Dictionary, the word need means a situation when it is necessary or must be done.²⁸ For example, English as a compulsory subject, must be passed for all of students if they want to go to the next class. It means that the passing of English subject in examination is needed for all the students or it is their necessary.

²⁵ Gitawaty, 'The Correlation between The Students', 13-14.

²⁶ Ibid. 16.

²⁷ Oxford Learner's Pocket Dictionary, (New York: Oxford University Press, 2008). 323.

²⁸ Ibid. 293.

3. Goal

According to Harmer, said that motivation is closely bound up with a person's desire to achieve goal.²⁹ Students with clear goal commonly have good motivation. For example: students study hard about English all the day because want to pass the exam, or because it has effect for their future, getting job and good career.

The factor influence to intrinsic motivation are:

1. Teacher

Teacher is one of the students motivator in learning. Harmer states that clearly a major factor in the continuance of students motivation is the teacher.³⁰ In language learning process, teacher takes an important place to have success learning. For example, teacher teaching method. The method is vital that both teacher and students have some confidence in the way teaching and learning take place. When either loses this confidence, motivation can be disastrously affected, but when both are comfortable with the method being used, success is much more likely.³¹ Teacher also can create intrinsic students' motivation. According to Zoltan Dornyei cited by Douglas offers an insightful set strategies for creating what he calls 'basic motivational conditions' in the classroom, based on a survey of Hungarian foreign language teacher. All eight strategies focus on what the teacher can do start the process of creating intrinsic motivation.³²

²⁹ Harmer, *The Practice of English*, 52.

³⁰ Ibid.

³¹ Ibid.

³² H. Douglas Brown, *Teaching by principles*, 94.

- a. Demonstrate and talk about your own enthusiasm for the course material, and how it affects you personally.
- b. Take the students' learning very seriously.
- c. Develop a personal relationship with your students.
- d. Develop a collaborative relationship with the students' parents.
- e. Create a pleasant and supportive atmosphere in the classroom.
- f. Promote the development of group cohesiveness.
- g. Formulate group norms explicitly, and have them discussed and accepted by the learners.
- h. Have the group norms consistently observed.

2. Parents

Some students have high motivation in learning language because their parents give them motivation to learn more and achieve good achievement. The attitude of parents and older siblings will be crucial.³³ Parents who support their children to have good achievement in learning English will help their children to learn it. They also feel that English is one of the important subject that have to learn.

3. Enviroment

Outside any classroom there are attitudes to language learning and the English language in particular. How important is the learning of English considered to be in society? For example: someone who has good English will be more respected.

³³ Harmer, *The Practice of English.*, 52.

Students who have high motivation will get some function of motivation. The function of motivation in learning are:³⁴

1. To drive someone in doing something. It is impossible for people to learn something without motivation.
2. To direct someone in doing something. It means that by motivation, people can establish what has to do to achieve something.
3. Motivation also has function as activator. People who has big motivation in doing a job, commonly he/she will finish it quickly.

B. Language learning

English used in many countries. Many reasons for someone to learn English. So that, Jeremy Harmer differentiates contexts for learning English into three contexts³⁵, these are:

1. EFL (English as a Foreign Language)

For students who learn English as a foreign language, usually they learn English because of English is International language and many countries used English in communication so they think it will make them easy in communication when travel. Other reason why students learn English is the curriculum that placed English as a compulsory subject like in Indonesia.

³⁴ Kompri, *Motivasi Belajar Perspektif Guru dan Siswa* (Bandung: Rosda, 2015), 5.

³⁵ Jeremy Harmer, *How to Teach English* (Oxford: Pearson Education Limited, 2007), 12.

2. ESL (English as a Second Language)

In this context, students are living in the target language community, they also speak English or English is their national language. So, they learn English because they need a particular variety of English for example Scottish English, Australian English, etc. As a result, they need specific to a particular time and place.

3. ESOL (English for Speakers of Other Languages)

The students whose English is their foreign language but consider to learn a relevant kind of English, so they will get the skill that they need. This context is a combination of both EFL and ESL students.

Besides, the different contexts of students in learning English that make different purposes in learning, these are some learner differences:

1. Age

Based on age, learners are divided into three: children, adolescents, and adults. Different ages of learners have different needs, competences, and cognitive skills. Children commonly love discovering things, and involve in making or drawing, things, games, songs, and other physical movements. Adolescents who are older than children can think more abstract ideas, and adults are more disciplined than adolescents. They will try to do things or tasks of learning although it seems boring.

2. Aptitude

Some students are better at learning language than others. John Carrol has characterized aptitude in term of the ability to learn quickly.³⁶ Students who have good aptitude in learning language will learn language more quick than others. For example, they can remember more quick and many vocabularies.

3. Learning styles

Although learners respond to various stimuli, such as pictures, sounds, music, movement, etc, but they have one stimuli that more powerful than the others in enabling them to learn and remember what they heve learnt. Learners whose learning style is visual, they will respond very well to things they seen. Learners whose learning style is auditory, they will respond very well to things they heard. Learners whose learning style is kinaesthetic, they will respond very well when involved in some kind of physical activity.

4. Language levels

There are three categories of students' language knowladge: beginner, intermeddiate and advanced. To know students laanguage levels, teacher can used students' English score. different levels in language will be touch different topic and used different method. Students with high level will learn more complex topic. On the contrary, students in bigining level learn besic topic.

³⁶ Lightbown & Nina Spada, *How Language are Learned* ., 80.

5. Individual variations

Some students are better at something than others, for example in analysing or remembering. It indicates that there are differences in the way of individual brains work. There are two theories in particular which have tried to account for such perceived individual variation, and which teachers have attempted to use to for the benefit of their learner, these are Neuro-linguistic programming and multiple intelligences theory.³⁷

C. Previous Studies

Many previous study that carried out the relationship between students' motivation and their academic achievement as the topic. It done in different place and time. Following are the some previous studies that found by the researcher.

First previous study done by Chalernporn Choosri and Usa Intraksa entitled 'Relationship between Motivation and Students' English Learning Achievement: A study of the Second-year vocational certificate level Hatyai Technical College Students'. They examine the students' motivation in low and high achievement and its correlation. They used questionnaire and in-depth interview to investigate 140 second-year vocational certificate students in electronics technology program and building construction program in the first semester of the academic year 2010. The conclusion of their study is there significant correlation between motivation and English learning achievement and students have studied English in order to be successful in

³⁷ Harmer, *The Practice of English.*, 46.

their future education and career and instrumental motivation was found to have more impact on student than integrative one.³⁸

Second previous study untitled ‘Motivation Toward English Language Learning of Thai Students Majoring in English at Asia-Pacific International University’ that finished by Nakhon and Tantip Kitjaroonchai. They examine the type of motivation (integrative or instrumental) that English major Thai students at Asia-Pacific International University have toward the English language learning, and its correlation between their academic achievement. They adapted 20 item motivational survey of Gardner to investigate 137 English major Thai students. The result found that their instrumental motivation was higher than their integrative motivation. The positive correlation also found between students’ learning motivation and their academic achievement.³⁹

Third previous study is investigated by Dwi Gitawaty about ‘The Correlation between the Students’ Learning Motivation and their achievement in English: A Correlation study in the Eight class of MTs Al Hamidiyah’. She also used questionnaire as her instrument. The result of her study indicated that there is no significant correlation between students’ motivation in learning English and their academic achievement.⁴⁰

fourth previous study is examined by Subhan Muhtadi untitled *The Correlation between The Students Self-Motivation and Their TOEFL Score at English of STAIN Kediri*. his study focuses on the self-motivation. In his

³⁸ Choosri and Usa Intharaksa, ‘Relationship between Motivation.

³⁹ Kitjaroonchai, ‘Motivation Toward English Language.

⁴⁰ Gitawaty, ‘The Correlation between The Students’.

result of the study shows there is no correlation between the students self-motivation and their TOEFL score at English of STAIN Kediri.⁴¹

⁴¹ Muhtadi, 'The Correlation between The Students.